



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

brusque as to set up aberrant types of a permanent but wholly unexpected kind. Education will, in the future, be of the individual sort; meantime, the author recommends a system of compensations, whereby excellence in certain studies shall be allowed to counterbalance deficiency in certain others.

FRANCIS JONES

The Dawn of Character; A Study of Child Life. By E. E. R. MUMFORD. London, Longmans Green & Co., 1910. pp. xi., 225.

This is a very practical little book, written for the guidance of mothers, aunts, nurses, governesses,—of all who, without special training, are called upon to take care of young children. "My endeavor has been," the author tells us, "to interpret the child's experiences from his own point of view. Both in the earlier psychological chapters, in which I have tried to trace his own development; and in the later chapters, concerned with his development in relation to us and our attitude towards him; the aim has been to see, as far as possible, with the child's eyes." The object is worthy, and Mrs. Mumford, so far as the mere adult can judge, has attained a very considerable measure of success.

After an introductory plea for the closer study of child life, we have seven psychological chapters: on the contents and the growth of the child's mind, on the growth of imagination, on the law and growth of habit, and on the development and training of the will. For these chapters the writer has had the advantage of the critical scrutiny of Professor Carveth Read. There follow chapters on the place of punishment in education, on freedom within the law, on childish curiosity, on the dawn of religion, on some different types of children, and on the child's point of view. There are few references; the author acknowledges indebtedness especially to McCunn's *Making of Character*, and to the teaching of Dr. Sophie Bryant and the Rev. Stopford Brooke.

An Appendix, on the gaining of voluntary control in the functioning of the bladder in infancy and childhood, closes the book which, unfortunately, is not provided with an index.

O. PERLER

Kleine Schriften. Von WILHELM WUNDT. Erster Band. Leipzig, W. Engelmann, 1910. pp. viii., 640.

Every teacher of psychology has hoped that Wundt might, some day or other, bring together his scattered psychological essays in book form. The essays supplement the books, at many points; if they are less systematic, they are also more human; and their full discussion of controverted issues is often illuminating. It seems, now, that this hope is in a fair way of being realised; we have the first volume of the *Kleine Schriften*—a truly German misnomer!—and though the present instalment is concerned with philosophy, the next will in all probability be psychological.

Here are reprinted, in revised and extended form, the articles *Ueber das kosmologische Problem* (1876), *Kants kosmologische Antinomien und das Problem des Unendlichen* (1885), *Was soll uns Kant nicht sein? Bemerkungen zu Kants Philosophie* (1892), *Zur Geschichte und Theorie der abstrakten Begriffe; eine erkenntnistheoretische Betrachtung* (1885), and *Ueber naiven und kritischen Realismus* (1896). To these is added (1910) a very timely paper on *Psychologismus und Logizismus*, which may be heartily recommended to every serious student of psychology. From it he will learn that the experimental method came in, not simply as an improvement upon, but also as a protest against *Selbstbeobachtung*; he will see Brentano's work in historical perspective, and will understand its enormous influence; he will grasp the psychological significance of Husserl's *Logische Untersuchungen*; he will discover, among many other interesting things, why the physiologist Helmholtz went for his psychology to John Mill's *Logic*. No one but Wundt could have given us this authoritative exposition. It is only to be regretted

that he has not put it upon the market in separate form; experimental psychologists will hardly be attracted by a large volume of philosophical essays.
E. B. TITCHENER

Handbook of American Indians North of Mexico. Edited by F. W. Hodge. Pt. 2. Washington, Govt. Printing Office, 1910. pp. iv., 1221.

Antiquities of Central and Southeastern Missouri. By G. FOWKE. Washington, Govt. Printing Office. 1910, pp. vii., 116.

Chippewa Music. By FRANCES DENSMORE. Washington, Govt. Printing Office, 1910. pp. xix., 216.

The three works above mentioned are Bulletins 30, 37, and 45 of the Bureau of American Ethnology, published by the Smithsonian Institution. The first of them completes the very useful *Handbook of American Indians*, covering the letters N to Z. Dr. Wissler contributes an article on Psychology, the upshot of which is that we know practically nothing of the subject,—surely a strong indictment against those directors of laboratories who have Indian subjects within their reach; and Professor Boas writes, with more to say, upon Religion. There are many other articles of psychological interest in the volume.

The second Bulletin reports the results of mound-excavation in Missouri. The burial vaults found are a new feature in American archaeology so far as concerns the region east of the Rocky Mountains. At least two different stages of culture are indicated; dates cannot be given, but the later stage may perhaps be connected with the Siouian Indians.

The third item upon our list gives the transcription and analysis of nearly two hundred Chippewa songs, collected in northern Minnesota. The author finds that rhythm is the essential part of the songs; words, and even the less important melodic progressions, may vary, but the rhythm is constant. The songs are classified as harmonic and melodic: as harmonic, if their accented tones follow the intervals of diatonic chords, as melodic, if their contiguous accented tones have no apparent chord-relationship: of 180 songs, 41 are harmonic and 139 melodic. The work is well illustrated with portraits, photographs of musical instruments, and cuts of the song-pictures.
J. FIELD

Examination of Prof. William James's Psychology. By IKBAL KISHEN SHARGA, Principal S. P. H. College, Srinagar, Kashmir. Allahabad, Ram Narin Lal, 1910. pp. v., 118. Prince One Rupee.

When the incoming graduate student is asked what books he has read, the first item on his list is likely to be James' *Principles of Psychology*. And when he is asked, further, whether he understands and can reproduce James' views, the reply is likely to be a cheerful affirmative. But if the enquiring professor go on to ask for James' conception of the psychological self, or for his view of the relation of mind to nervous system, or even for his theory of emotion, the situation may take on an aspect the reverse of cheerful; James' doctrine is not, after all, as clear-cut as it had appeared; passages from the book that seem to speak definitely in a certain sense may be met by passages that seem to speak, no less definitely, in another.

Some of these contradictions are real, some only apparent; and none detract from the greatness of James' achievement or offer a serious stumbling-block to the trained reader. Nevertheless, it is just as well that they be brought out into clear daylight; and the author of the work before us has done psychology a service in publishing the results of a thorough comparative study of James' text. Unfortunately, perhaps, he has combined the internal and the external methods of criticism; he is not content to find James inconsistent, or to show reasons for the inconsistency, but he